Accessibility Plan

Waddesdon Village Primary School – *a Pathway to Excellence*

Approved by:	Laura Forchione	**Date:**	September 2026
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Vision

Our vision is centred on a commitment to excellence in learning and to high expectations. We aim to prepare every child for the challenges and changes of the future by giving them the opportunity to achieve the highest standards in their development. We will provide a learning environment where each individual is valued and encouraged to give their best.

We are an inclusive school and every child is celebrated for their uniqueness. We work hard to ensure that we educate and care for the 'whole child' and that their needs are identified and addressed through personalised learning.

We also promote the key British Values of Democracy, Freedom of Speech, Tolerance and the Rule of Law through our assemblies and the curriculum.

We welcome visits to our school to see our values and ethos in action!

The aims of our school are:

- Excellence in teaching: engaging, inspiring and challenging lessons and meaningful, motivating feedback.
- Excellence in learning: children understand and strive to achieve their learning goals and have the confidence to challenge themselves.
- Excellence in teamwork: working together to create a safe, positive and purposeful learning environment in which children can succeed.

Values

The values of our school are:

- Perseverance
- Achievement
- Tolerance
- Honesty
- Well-being
- Aspire
- Your pathway to excellence

These values are explored as key themes in weekly assemblies.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Actions to be taken further to enhance good practice	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Sports Day is inclusive and Sports lessons are adapted to meet all pupils' needs • All pupils in Years 2, 3 and 4 are encouraged to go swimming • Homework can be recorded in a variety of ways e.g use of photographs and IT.	Ensure all curriculum resources include examples of people with disabilities Ensure all sports lessons have inclusion practices for all Develop further the tracking of those pupils who are WTS so that smaller steps of progress can be measured Develop further the use of IT software Ensure all educational visits are accessible to all	HT and DHT PE lead SENCo and Assessment lead IT lead and SENCo Class teachers + SENCo	Complete	*Pupils will regularly see resources that include people with disabilities* *Raised confidence for our pupils with disabilities* *Pupils are able to access all areas of the curriculum and with enjoyment* *WTS progress is tracked in smaller progress steps to show good or better progress*

	• Coloured background in IWB • Word banks and maths resources on tables in the classrooms • 'working walls' to support				
Improve and maintain access to the physical environment	Our environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking bay • Disabled toilets and changing facilities • Resources to support learning • Hoist	Continue to review the areas of the school for easy access and use Review number of disabled parking bays Ensure that all areas of the school; in particular, KS2 are easily accessible for all Make sure that corridors are clear Ensure that the pond area is accessible for all	HT SBM Caretaker SENCo	July 2027	*All will have easy access around the school* *All will have the resources needed to access the school site* *The school is welcoming and supports all*
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations Parent and child friendly language used on letters Letters sent out via Parentmail or paper format as requested Website is regularly updated to provide	School Office to be aware of families who require support with access to letters and information SMHL and SENCo to support families	HT SMHL SENCo Office Staff	July 2027	*All members of our school community can access information*

	essential information Regular parent consultation evenings End-of-year report with an explanation of progress and attainment Parent information sessions held to keep parents up-to-date with curriculum and any changes SSP meetings held termly				

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Full Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy